The Commoner.

Vol. 1. No. 18. Lincoln, Nebraska, May 24, 1901. $1.00 a Year

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Mrs. McKinley's Illness.

The serious illness of Mrs. McKinley has cast a shadow over an otherwise enjoyable trip and called forth universal sympathy. It is a matter of profound gratification, however, that she is now on the road to recovery. Her convalescence began, fortunately, in time to permit the president to attend the launching of the battle-ship, Ohio—the event which led him to undertake the journey across the continent.

The incident has brought out in strong light Mrs. McKinley's heroic effort to meet the responsibilities of her position, in spite of feeble health, while it has given new evidence of the tenderness and devotion of the chief executive.

Plutocracy in Education.

Unfortunately the tendency of a principle to expand until it pervades every sphere of human thought and activity is not confined to good principles. The idea of liberty, based upon the doctrine that all men are created equal, has for more than a century been manifesting itself in government, in society and in church organizations, and it has tended to ennoble man and to exalt human rights. But the opposite doctrine has not been entirely dormant. Just now the plutocratic idea is very active. The tyranny of organized wealth in industry is sure to be followed by an increasing influence of money in government, society and the church. Everything will be colored to a greater or less extent by the theory that money is the one thing of overshadowing importance.

The commencement period, when schools are closing and graduating classes are occupying public attention, is a good time to consider the influence of plutocracy upon education. Fortunately Mr. Charles Schwab, the million-dollar-a-year president of the steel trust, has spoken so plainly on the subject that little room is left for conjecture or speculation. In speaking to a class at an evening school in New York a few nights ago, he said:

"Let me advise you all to make an early start in life. The boy with the manual training and the common school education who can start in life at sixteen or seventeen can leave the boy who goes to college till he is twenty or more so far behind in the race that he can never catch up. This, however, does not apply to the professional life. The other day I was at a gathering of some forty business men—men in industrial and manufacturing business—and the question arose as to how many were college-bred men. Of the forty only two had been graduated from college, and the rest of the party, thirty-eight in number, had received only common school educations and had started in life as poor boys. So I say, as parting advice, start early."

This is the advice given by the best paid employe in the United States—the advice given by a man who receives a salary twenty times as great as that paid to the president of the United States, one hundred times as great as the salary paid to a justice of the Supreme Court, two hundred times as great as the salary paid to senators and representatives and more than a thousand times as great as the average salary paid to ministers and school teachers. His advice shows that he misconceives the main purpose of education, and values going to school only as it enables the student to get ahead of some one in the business world.

The principle value of education lies in the fact that it disciplines the mind, enlarges the mental horizon and enables one to view men and things in their proper relations. Education is intended to make a citizen useful to his country as well as successful. It makes its possessor the heir of the ages and enables him to judge of the future by the experience of the past. If a boy is taken out of school at the age of sixteen or seventeen and put to work "making a fortune," he is never likely to have time to study history or political economy and will be apt to accept without question the opinions of those who are a little ahead of him in the race for wealth—opinions which are in turn received from those still farther ahead.

Plutocracy boasts that it is practical; it has no ideals, for an ideal is looked up to, while plutocracy has its face to the ground.

Mr. Schwab's advice will do infinite damage to the young men of the country, but it ought to awaken the thoughtful to the tendencies of commercialism. If we are to have the oppression of a trust system at home and the despotism of an imperial policy abroad, we must expect to see education dwarfed, social intercourse debased and religion materialized.

Lincoln's Gettysburg Speech.

As the survivors of the Mexican, civil and other wars prepare for the solemn services of Memorial day they will find both pleasure and profit in re-reading Lincoln's Gettysburg speech. To the veteran it is an expression of lofty patriotism, to the student of oratory it is a model of brevity, beauty, simplicity and strength, and to all it is an inspiration:

Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, and for the people, shall not perish from the earth.

At no time within the past quarter of a century has there been more necessity than there is now for the lovers of liberty to exert themselves to preserve "a government of the people by the people and for the people."

An English Opinion.

The London Speaker is guilty of lese-majeste when it attempts to speak disparagingly of the right honorable Marcus A. Hanna. The criticism shows a lack of gratitude as well as a disregard for Mr. Hanna's feelings—for did not Mr. Hanna speak in glowing terms of the English system of government after his return from Europe? The Speaker says:

"There is not much to awaken the spirit of national vanity, alert as it is in the states, about a political system in which Senator Hanna is one of the greatest and most powerful figures. Not that Senator Hanna is a wicked man. He is simply a kind of man that a respectable neighborhood would be shy of putting on its district council in this country—that is to say, there is nothing to distinguish him from an uncultivated, slightly brutal, ignorantly forcible and hard-headed vulgarian. Self-confidence and energy rule him, as they should rule a politician; but, knowing all the world of business, he can think of nothing higher. No tradition makes him bow to men whose institutions are of more practical value than the whole of his experience or teaches him to recognize that the government of a nation is a field for qualities of sympathy and imagination and sane idealism."

A Rebuke From Jay.

Of John Jay, the first Chief Justice of the United States Supreme Court, one writer said: "No myths have grown around John Jay. He lives in our memories a faultless statue, whose noble lineaments have everything to gain from the clear light of history." Webster in speaking of this same man said: "When the spot-